



Enhanced Resource Provision Lead Teacher

Springfield Junior School | Part of QEGSMAT | Swadlincote, Derbyshire

Permanent

1.0 FTE

MPS/UPS + SEND Allowance £2,787

Are you passionate about making a real difference to the lives of children who have complex SEND needs and face significant learning and developmental challenges?
Have you worked in a Special School or Enhanced Resource Provision before?
Or are you a mainstream teacher that has considerable experience and understanding of working with some of the most challenging, yet also amazing and rewarding, pupils in school?
Are you ready to take the next bold step in your leadership journey and become the leader of our growing Enhanced Resource Provision?

If so, we'd love to hear from you.

Springfield Junior School is seeking an exceptional teacher to lead our thriving Enhanced Resource Provision for 16 children with EHCPs. We are looking for a Leader who has experience of either working in a specialist setting or similar Enhanced Resource Provision before, or a teacher who has considerable experience of working with SEND pupils within a mainstream setting. The pupils in this provision have a profile of ASD and have a hybrid approach of both being taught in the ERP and the mainstream classes. We are looking for a dedicated, caring, passionate and resilient leader to support the provision through the next stage of its development.

Why Us?

We believe in the power of education to transform lives. We're proud of our strong sense of community, our commitment to inclusion, and our culture of high expectations. We're looking for a teacher who shares our values and is ready to build on the progress we've made.

As part of QEGSMAT, you'll benefit from:

- A supportive network of like-minded professionals who share a clear vision and values.
- High-quality, ongoing professional development for you and your team.
- A passionate, committed wider team focused on:
 - Achieving the highest academic outcomes for all pupils.
 - Driving social change through education.
 - Providing exceptional pastoral care and enrichment opportunities.
- Bespoke support from the Trust's central team, tailored to your school's needs.
- Access to a range of employee benefits designed to promote health and wellbeing.

Who we are looking for?

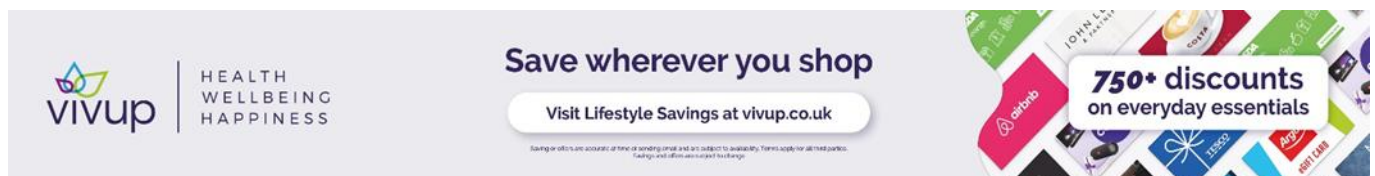
We're seeking a teacher who:

- Has integrity, empathy, ambition, and is highly self-motivated.
- Will champion SEND and pupils with SEND.
- Relishes the challenge that working with the most complex learners will bring.
- Can inspire and motivate others to care deeply about our children and their development.
- Is ready to embrace the challenges and rewards of working in a community with high levels of deprivation.
- Values collaboration and is eager to work closely with the Trust and wider school community.

This is a fantastic opportunity to make a lasting impact in a school that is excited about its future.

Why work for us?

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- QEGSMAT is a recognised Disability Confident employer.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- With access to Teacher Pension Scheme employer contributions of 28.68% for Teachers.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefit package with Vivup



The banner features the Vivup logo on the left, which includes a stylized 'v' and the text 'HEALTH WELLBEING HAPPINESS'. In the center, the text 'Save wherever you shop' is displayed above a button that says 'Visit Lifestyle Savings at vivup.co.uk'. On the right, there is a collage of various retail discount cards, with a prominent white box stating '750+ discounts on everyday essentials'.

QEGSMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK. The Trust is also a United Kingdom Immigration and Vetting Sponsor therefore, sponsorship for skilled worker visas may be

available. Further information about our commitment to Safeguarding can be found - <https://www.gegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicant applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

Opportunities for a look around the school can be arranged on request. If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please contact Sharon Taylor on 01335 340830 (ext. 10782).

Further details about our school can be found on our website:

<https://springfield.derbyshire.sch.uk/>

or, on our Facebook page: <https://www.facebook.com/SpringfieldJuniorsSwad/>

To apply for this position, please visit: <https://www.gegsmat.com/current-vacancies/>

Closing date for applications: Wednesday 22nd October 2025 @ 9.00am

Interview dates: Friday 24th October 2025

Start date: January 2026 or sooner if available



Post Title: Class Teacher and Lead Teacher of the Enhanced Resource Provision

Reporting to: SEND Lead

Disclosure Level: Child Workforce - Enhanced, Childs Barred list

PURPOSE OF THE POST:

The Teacher job description is taken from the agreed DfE Teachers Standards September 2012.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

As Enhance Resource Provision Lead they will work with the support and direction of the SEND Leader, Headteacher and the Local Governing Body to promote the vision and strategic view for SEND within the ERU and across the wider school, which will inspire and motivate staff, SEND pupils and their parents as well as wider members of the school community.

Job Responsibilities: Class Teacher

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupil's attainment, progress and outcomes
- be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum
- when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupil's achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Job Responsibilities: Enhanced Resource Provision Lead Teacher

Allowance

An allowance payment is made in addition to substantive role as laid out in individual agreed job description. It is payable for undertaking a significant responsibility which:

- Is focussed on teaching and learning
- Is not required of all classroom professionals
- Requires you to exercise professional skills and judgment
- Requires you to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum
- Has an impact on the educational progress of all pupils
- Involves leading, developing and enhancing the teaching practice of other staff
- May change focus over time to meet the needs of the school

Specific Duties and Responsibilities

Colleagues with additional responsibility for being the Lead Teacher within the Enhanced Resources Provision will work under the guidance and direction of the SEND Lead and Headteacher to achieve the agreed priorities.

In addition to the substantive teaching post, the ERP Lead has the following areas of responsibility:-

1. Strategic Direction and Development of the School

The ERP Lead will work with the support and direction of the SEND Lead, Headteacher and the Local Governing Body to promote the vision and strategic view for the School that will inspire and motivate pupils, staff, parents and wider members of the school community.

Main Duties in relation to SEND – delivered through the leadership of the ERP:

- a) Work in partnership with the SEND Lead and Headteacher to translate the vision into agreed objectives and improvement plans which target needs and improve outcomes
- b) Work under the direction of the SEND Lead and Headteacher to support in monitoring and evaluating the performance of SEND children in the school/Provision
- c) Demonstrate vision, values and aspiration in everyday work and practice
- d) Motivate and work with others to create a positive climate for learning and the school, but specifically in the ERP
- e) Ensure that implementation of SEND strategies takes account of the diversity, values and experience of the school and community at large
- f) Ensure that those pupils with specific individual needs are able to access the curriculum in order to make appropriate progress
- g) Follow the plan and provision for pupils EHCP needs

2. Teaching and Learning

The ERP Lead supports the SEND Lead and Headteacher to improve pupil's access to the curriculum and outcomes, both in lessons and across the school/ERP as a whole. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture.

It is the responsibility of the ERP Lead to work under the direction of the SEND Lead and Headteacher to lead and support all staff in order to ensure that provision for SEND pupils is judged good or better in order that appropriate progress for SEND pupils is good with much that is outstanding.

Main Duties:

- a) Provide a strong role model for all staff which exemplifies high expectations for pupils and staff and the wider community of the school
- b) Establish creative, responsive and effective approaches to SEND in order to engage and involve those pupils who have identified barriers to learning
- c) Support the SEND Lead when required to monitor standards of SEND provision across all key stages
- d) Identify, communicate and evaluate SEND strategies and interventions for all pupils/ERP
- e) Support teachers and TA's in planning appropriate strategies for pupils
- f) Monitor and evaluate planning, providing constructive, developmental feedback on a regular basis
- g) Monitor the learning environment of the ERP to ensure best possible provision for vulnerable SEND pupils
- h) Collate, analyse and evaluate performance data
- i) Ensure that EHCP outcomes and provision are met and followed
- j) Rigorously monitor and evaluate current practice in order to identify strengths to share and areas for development
- k) Provide a lead in professional development for teachers and TA staff, organising INSET/staff meetings as appropriate
- l) Keep informed on new initiatives and feedback to colleagues as appropriate
- m) Organise activities and communication with parents to keep them informed about SEND and expectations of achievement

3. Leading and Managing Staff

The ERP Lead will hold responsibility for managing SEND provision for the ERP. They will ensure that there is effective communication between their team and leadership and management teams within the school.

Main Duties:

- a) Manage the SEND provision in the ERP under the guidance and direction of the SEND Lead and Headteacher
- b) Manage SEND provision and staff directly involved in SEND support
- c) Directly support the Designated Safeguarding Lead for the School
- d) Coordinate and manage the development of professional knowledge, skills and abilities, providing opportunities for all staff to be involved in high quality continued professional development programmes
- e) Support the SEND Lead and Headteacher in challenging under performance at all levels following agreed Trust policies and procedures as appropriate
- f) Promote and develop good leadership and management practice, positive staff participation, effective communication and clear procedures
- g) Treat everyone fairly, equitably and with respect in order to promote and embed a positive school culture
- h) Liaise with colleagues across The Trust in order to enhance provision and support pupil progress
- i) Be involved in decision making and policy development across the school
- j) Regularly review own practice and achievements, setting personal targets and take responsibility for own personal development. Take account of feedback from others
- k) Manage own workload and that of others to allow an appropriate work/life balance

4. Leading and Managing Resources

The ERP Lead will work with the SEND Lead and Headteacher to manage resources well in order to ensure the smooth running of the School. It is the responsibility of the ERP Lead to provide efficient and effective management of resources in order to secure best value and positive outcomes.

Main Duties:

- a) Ensure that SEND records are up to date and regularly reviewed
- b) Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of provision for vulnerable pupils and provide best value for money
- c) Use and integrate a range of technologies effectively and efficiently to enhance SEND provision

5. Accountability

The ERP Lead is accountable to the SEND Lead and Headteacher. It is the responsibility of the ERP Lead to support the SEND Lead and Headteacher to rigorously monitor and evaluate the performance of the school and provide honest, informative reports as appropriate.

Main Duties:

- a) In relation to the School Leader
 - To report to the School Leader as required
 - To meet regularly in order to monitor and evaluate the performance of the school
 - To support the SEND Lead and Headteacher in determining the strategic direction of the school and the wider deployment of resources
- b) In relation to Local Governing Body:
 - To report to the Local Governing Body as required
- c) In relation to the pupils, their families and the wider community
 - To ensure that the needs of the pupils are at the heart of all decision making
 - To develop and maintain positive relationships which support learning
 - To promote a positive image of the School and the Trust as a whole
 - To provide regular communication and promote active engagement between home, school and the wider community
 - To provide regular opportunities for dialogue between families and staff



Person Specification

In order to be considered for interview all essential criteria must be met.

JOB TITLE	Primary Teacher and Enhanced Resource Provision Lead Teacher MPS/UPS + SEND Allowance
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In addition to criteria required to hold substantive job role

Requirements	Essential	Desirable	Short listing criteria
Qualifications			
Good honours Degree	X		X
Qualified Teacher Status – degree or equivalent	X		X
SEND qualification		X	
Masters qualification		X	
Experience			
Experience in primary education	X		X
Experience of teaching in a diverse range of settings	X		
Experience of effectively meeting the needs of children with SEND who are vulnerable to underachievement	X		X
Experience of monitoring and evaluating impact of actions		X	
Experience of engaging effectively with parents	X		
Knowledge and understanding			
Knowledge and understanding of how pupils learn	X		
Comprehensive knowledge of the Primary National Curriculum and how to ensure that children with SEND have full access to the curriculum	X		

Knowledge and experience of working with pupils who may present challenging behaviour	X		
Knowledge and understanding of devising and implementing whole school policies and procedures		X	
Knowledge and understanding of using data to identify strengths and areas for development	X		
Knowledge and understanding of government initiatives and policy direction for SEND		X	
Skills and abilities			
Excellent teaching skills with clear communication to set goals and pupil expectation	X		
An ability to use your own initiative	X		
Excellent skills in the ability to use ICT programmes for teaching and learning and for data management and record keeping	X		
The application form should demonstrate accurate and correct use of English language			X
Able to lead improvement and change in order to improve outcomes for SEND pupils	x	X	
Good personal organisation and prioritisation in planning and delivering change whilst managing workload	X		
Good oral and written communication skills	X		
Able to develop positive, trusting, supportive and appropriate relationships with pupils, parents and stakeholders	X		
Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives	X		
Personal Qualities			
Belief in the values and behaviours of QEGSMAT	X		
Evidence of continuing professional development	X		
Commitment to equal opportunities and diversity in the performance of duties	X		